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The premise of this paper (prepared for the Conference on Increasing Opportunities for Mexican American Students in Higher Education, Long Beach, California, May 15-17, 1969) is that all educational institutions have a moral obligation to reorder priorities immediately to meet the needs of Chicano students for relevant, motivated education, enabled by public support and a sensitive appreciation of cultural differences between the majority and the Chicano culture. Set forth are philosophical and practical steps felt necessary for making public education equitable, relevant, and obtainable for Chicano students today. Plans for recruitment and admission of Chicano students are established which include general policy regarding committee formation, proportional representation, and financial support. Guidelines are proposed for 4-year state and private institutions of higher education as well as community colleges. Admissions criteria are delineated for students, faculty, and administrative personnel. The final section deals with sources of recruitment, and discussion centers on the high school, community, and specific sources of student recruitment. Related documents are RC 003 429, RC 003 432, RC 003 433, RC 003 436. (SW)

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A PROPOSAL OF GUIDELINES FOR REORDERING EDUCATIONAL PROCESSES OF RECRUITMENT AND ADMISSIONS

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A PROPOSAL OF GUIDELINES FOR REORDERING EDUCATIONAL PROCESSES OF RECRUITMENT AND ADMISSIONS

Results of the Chicano Workshop

held at the

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A PROPOSAL OF GUIDELINES FOR REORDERING EDUCATIONAL PROCESSES OF RECRUITMENT AND ADMISSIONS

The premise of this paper is that all educational institutions have a moral obligation to reorder priorities immediately to meet the needs of Chicano students for relevant, motivated education, enabled by public support and a sensitive appreciation of cultural differences between the majority culture and the Chicano culture.

Purpose:

To blueprint both the philosophical and practical steps necessary for making public education equitable, relevant and obtainable for Chicano students today. The paper is an extension of the philosophy inherent in recent school desegregation orders from the Department of Health, Education and Welfare.

A PROPOSAL OF GUIDELINES FOR REORDERING EDUCATIONAL PROCESSES OF RECRUITMENT AND ADMISSIONS

By René Nuñez

I. Plans of Recruitment and Admissions

A. General Policy - applies to all institutions of higher education.

1. Committees, made up of Chicano students, administrators, faculty and community, must be instituted immediately at all institutions of higher education to deal with all aspects of Chicano affairs. These committees must be autonomous. They will deal with the hiring of Chicano faculty and administrators to fill positions in programs and courses dealing specifically with the Chicano; they will screen Mexican American candidates for other campus positions having veto power in such cases; they will participate in the planning and implementation of on-campus and off-campus programs that focus on the Chicano. Students participating in committee work must be given unit credit or paid for their time.

2. In order to bring the Chicano to at least a position of parity, immediate steps must be taken to establish the principle of proportional representation at all levels of institutions of higher education. The percentage of Chicano student enrollment of an institution, located in areas having a significant

Chicano population, must be proportional to the percentage of the Chicano school-age population in that area; i.e., the number of Chicano students at UCLA, must be proportional to the Chicano school-age population found in the Los Angeles-Long Beach area; at the University of California at Santa Barbara it must be proportional to the population of the tri-counties area; at Hayward State, proportional to the population of South Alameda County. Colleges or universities situated in areas that have few or no Chicanos in their immediate service areas must look to the entire state as a reflector of the percentage of Chicano students that they must enroll.

The Chicano student-age population of the state of California is 15 per cent of the total. Therefore those institutions located in areas which do not have a dense Chicano population must have a minimum of 15 per cent Chicanos in their student body. Each institution, then, must reflect either local Chicano school-age population or state-wide Chicano school-age population, whichever is greater. In any case, the minimum percentage of Chicano students that must be found at any institution of higher education in Calif ornia is 15 per cent.

3. A basic tenet that must apply to all institutions of higher education in California, in order to ensure to every Chicano the possibility of higher education, is that no longer shall resources (funds) determine the number of Chicano students admitted to an institution. Under the EOP program, as special admission students or in any other kinds of financial aid or academic

enrichment programs, the number of Chicano students admitted (as determined by a Chicano admissions committee) shall determine the resources (funds) that must be procured by the institution to carry on adequate academic and financial supportive programs. This in no way relieves the institution of higher education of its responsibility to provide academic programs to support students entering the institution from high schools which inherently produce academically deficient students (students who under corrected educational circumstances would have succeeded and even excelled); nor does it relieve the institution of the responsibility of providing financial support for those students who are economically unable to proceed with higher education.

B. Four-year state institutions of higher education.

1. The following premise pertaining to the four-year state institutions shall be the basis for all statements made in relation to these institutions: That the four-year institution has a moral responsibility to readjust its priorities so as to bring its resources, expertise and facilities to bear on the solution of the deplorable conditions which exist in education today. That is to say that millions of the dollars now utilized for governmental research and development by institutions of higher education in California must be diverted to solve the problem of education.

2. The four-year institution must restructure its teacher training program so that it will respond to the real needs of the community.

3. The four-year institution must commit its facilities, resources and teachers in unprecedentedly large degree to the development of a new university that will deal with the barriers that Chicanos must hurdle in order to enter the institution and which will solve the problems that face Chicano students upon entering the institution.

4. The four-year institution must also turn its attention and resources to the solution of problems as they exist in the barrios from which the students come.

5. The four-year institution must being to bear all its influence and prestige on the problem of the elementary and secondary school systems in California so that they will begin educating barrio children. Too long the child has carried the burden--it is not he who has failed to "become" educated, rather the school system has failed to educate him.

C. Private institutions of higher education: The responsibility of the private institution is very similar to that of the state institution. The same moral responsibility prevails; however, because of its private nature, this institution has more alternatives and a better opportunity to attack the problem head-on.

D. Community colleges

1. The community college or junior college should, since it has no admission requirements, be the transitional agent between high school and the four-year institutions. In a majority of cases it does not function in this manner; rather it sees its

role as that of preparing students for industry. Recognizing the value of a four-year college education, junior college goals need major changes.

2. The mythology surrounding the community college
   a. The community college is free: Although the fees at a community college are negligible and the only apparent cost to the students is $30 to $60 per year for books, the community college is by no means free. There are transportation costs, cost of support to the family while the student is in school and is not working, and other miscellaneous costs. The total expense for a commuting student at a community college has been estimated to be $900.
   b. The community college is easier: In too many cases the community college is an extension of the high school mentality in teaching and counseling yet gives college-level course material. Students are given the feeling that they can continue in the high school tradition of studying. The students coming out of barrio high schools need in-depth counseling, tutoring, relevant programs and courses of study.

3. Once this mythology of feeding students into industry is shattered, the community college may be ready to realize its potential as the facilitator for Chicanos and other minorities to enter four-year institutions of higher education.
   a. The community college should immediately begin to utilize the federal financial aid funds that are available; i.e., Economic Opportunity Grants,

National Defense Student Loans, and the Work-Study Program, to support its students financially.

b. The community college must begin instituting transitional programs preparing Chicano students for entry into the four-year institutions of higher education (utilizing identification criteria as presented here).

c. The community college must begin erecting dormitory facilities and student study and recreation centers so as to create a true academic environment where Chicano students will be motivated to advance their studies.

4. The responsibility of the four-year college extends into this area. The four-year institution must work closely with community colleges using its resources and expertise to help the community colleges develop their programs. The four-year institution should "farm out" to the community college those students who may need additional work with the stipulation that the student must be prepared specifically for the four-year institution. A stipend of $50 to $75 weekly would relieve the "farmed out" student of the necessity of working. This would operate as a motivational incentive to the student; it would give the student more time to study; and it would be a less costly support system for the four-year institution.

II. Admissions Criteria

A. Students

1. The principle of proportional representation must be fully implemented in the area of student recruitment.

2. Traditional criteria used by institutions of higher education for purposes of admissions, i.e., GPA, SAT and ACT are not valid for the Chicano student. The high schools do not relate to the Chicano student, and the test instruments are culturally biased. Therefore these criteria do not validly measure the true potential of the Chicano student. Instead of facilitating a student's entry into higher education, they keep a student out of higher education. They are thus punitive in nature.

3. Alternate (new) criteria must be used to determine the potential of Chicano students and to identify those that are going on to higher education. To date, GPA and tests have been used because they are quantative and easy to use. However, there are many qualities and characteristics that are just as important and much more relevant in measuring ability and potential:

a. ability to relate to peers
b. ability to express ideas so that others understand (not necessarily by standard criteria)
c. ability to read
d. ability to write
e. ability to listen
f. ability to manipulate the environment
g. ability to tolerate academic "double-talk"

h. ability to function under stress
i. ability to adjust to different situations

The preceding are but a few qualities or characteristics that should carry as much, if not more, weight than the GPA and test score figures. Instruments to determine whether these qualities exist are: recommendations (not necessarily from traditional sources such as high school teachers and counselors), an autobiography asking for reactions to higher education, minority problems, community commitment, etc; investigation into the motivation of a student. Generally a Chicano who wants to go to college is deeply motivated because he has had to hurdle a lot of barriers to get there. Research into his family situation to determine the kind of studying conditions and academic support he has had at home is significant. The final and only true instrument of identifying potential in a student is a subjective or "gut" reaction made using the alternate criteria presented here as a guide.

4. This subjective decision can only be made by people who relate to and understand the background of the student. The importance of a committee made up of Chicano stuents, Chicano faculty and Chicano administrators is obvious. Only this type of committee has the capability of understanding those qualities within the Chicano student that indicates potential. This committee must have the final decision as to which students are to be admitted.

5. In order to simplify the myriad of forms and applications necessary when applying to several institutions,

admissions and financial aid applications for the state college and university must be made uniform for recruiting Chicano students.

B. Faculty

1. The rule of proportional representation also applies in the case of Chicano faculty; therefore, all institutions must make an overt effort to recruit more Chicano faculty in all departments and schools of the institution.

2. Chicano faculty must be approved by a screening committee made up of Chicano students, Chicano faculty and Chicano administrators. The committee will have complete control over hiring of faculty to be directly related to programs dealing with Chicano affairs. The committee will have veto power in cases of Chicano faculty applying for positions other than those dealing with Chicano affairs.

C. Administrative personnel

1. A special assistant to the chancellor/president, responsible directly to him must be hired to coordinate Chicano affairs. He must be provided a staff to adequately carry out his responsibilities.
   a. There should be open public solicitation for the position.
   b. A committee of Chicanos must have a voice in the hiring.
   c. The Chicano committee must have veto power.

2. All institutions must make an overt effort to hire more Chicano administrators so as to establish the principle of proportional representation. A committee of Chicanos

should participate in hiring with veto power.

D. Other personnel

1. Training programs must be set up to aid non-academic, non-administrative personnel, i.e. technicians, groundsmen, clerks, skilled maintenance personnel, to advance in their respective fields.

2. Administrators must recognize special bilingual abilities and provide adequate compensation for such capabilities.

3. Administrators must provide a channel for airing of personnel grievances.

4. Administrators must make positive efforts to inform personnel about academic opportunities open to them and to motivate personnel toward taking advantage of these opportunities.

III. Sources of recruitment

A. The high school. Recognizing that the high school in the barrios does the Chicano student an injustice in that it does not educate him nor motivate him to further education, nor does it relate to him nor care for his problems, the the following items are presented:

1. That all high schools being more than 50 per cent Chicano must have a Chicano principal.

2. That all schools having a significant number of Chicano students, but not a majority, establish an assistant to the principal, responsible directly to the principal, whose area of responsibility shall be Chicano affairs.

3. That all high schools having a significant number of Chicano students

   a. hire more Chicano teachers

   b. hire bilingual Chicano counselors to deal with Chicano students

   c. implement college commitment programs

   d. look into Federal programs such as Title VII, ESEA, Act of 1963, Inner City Project

4. That a community committee made up of indigenous people suggested by active community organizations be constituted to screen and approve Chicanos hired by the educational system to fill mentioned positions

5. That all activities of the high school, including those suggested here, be directed at identifying those students, regardless of grades and test scores, who exhibit potential and desire for higher education. All this should be done to place such students in institutions of higher education.

B. Community organizations--in order to fully realize the potential that exists in the community in the area of college capable students, the following items must be implemented:

   1. Establishment of educational emphasis in community to aid in motivation and placement of students.

   2. Established community organizations must be informed of available educational and financial aid opportunities.

   3. Established educational agencies working in the community must be manned by indigenous, sensitive community people.

4. Traditional credentials must not be criteria for hiring community people or anyone working with community, rather the ability to relate to and understand the community must be the prime criterion.

5. Institutions of higher education must establish a Chicano in charge of recruitment of Chicanos. This person should employ Chicano college students to aid him.

6. Literature used for recruitment purposes must be in language used and understandable to the community.

C. Specific sources of student recruitment

1. College commitment programs

2. Chicano college student organizations

3. Chicano high school organizations

4. Recruit through sympathetic high school teachers and counselors

5. Recruit within sympathetic schools

6. Recruit outside unsympathetic schools, leaflets, offices close by, etc.

7. Utilize educational clearinghouses

8. Use high school graduates. Have them return to their high schools to speak

9. Recruit through active community organizations

10. Recruit through the Chicano Press Association

These policies, promptly enacted, would insure the premise that the schools do have a moral responsibility to adjust priorities and resources to improve deplorable conditions for minorities existing in education today.

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